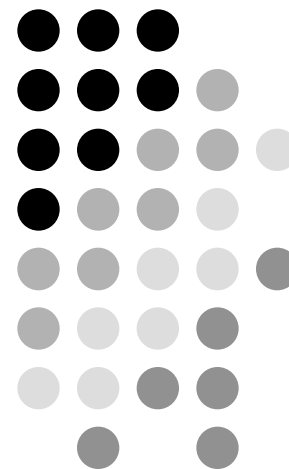


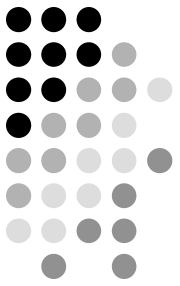
Special Education in Michigan

Michigan Department of Education
Office of Special Education and
Early Intervention Services

August 2009

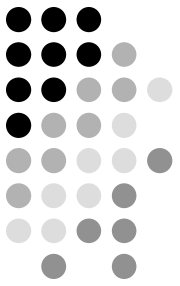


Overview of Presentation



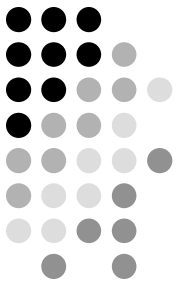
- Special Education Laws, Regulations, and Rules
- 6 Components of Special Education
- Major Components of Part B of IDEA
- Special education Timelines
- Overview of special education Eligibility
- The Multidisciplinary Evaluation Team (MET)
- Range of Programs and Services
- Role of Evaluation Personnel
- What happens at an Individualized Education Program (IEP) meeting?
 - Understanding the IEP form

Special Education Laws, Regulations, and Rules

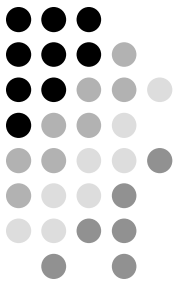


- IDEA
 - Individuals with Disabilities Education Act
 - The federal law that covers special education
 - Federal implementing regulations
 - Federal Guidance

Another Important Law – Michigan Only



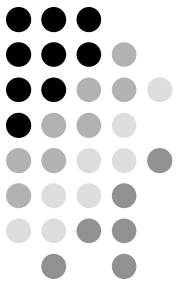
- Auxiliary Services Act
 - Provides services for pupils in nonpublic schools
 - Services must be provided on an “equal basis”
 - Services are available to both elementary and secondary students



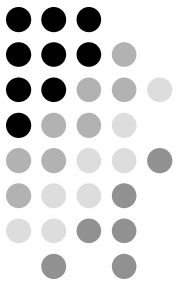
Michigan Rules

- Michigan Administrative Rules for Special Education
 - Each state develops its own Rules or Code
 - Must offer at least as much as the federal law
 - The Michigan Administrative Rules for Special Education (MARSE)
 - Offers more than the federal law
 - Includes requirements not found in the federal law

What Is Special Education?



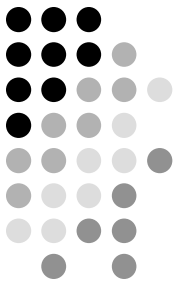
- Special education isn't a classroom or a teacher
- Special education is a program of supports and services to help children be successful in school
- Each child's program must be individually designed to meet the child's individual needs
- Special education is not 'one size fits all'



Special Education...

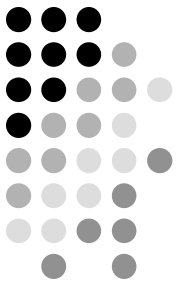
- Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability in order to benefit from education
- Health related services are supportive services the child needs to receive during the day to attend school and benefit from education

Major Components of Part B of IDEA

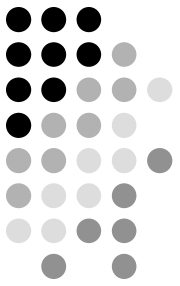


- Free Appropriate Public Education (FAPE)
- Evaluation
- Individualized Education Program (IEP)
- Least Restrictive Environment (LRE)
- Parent and Student Participation in Decision Making
- Procedural Safeguards

Free Appropriate Public Education (FAPE)



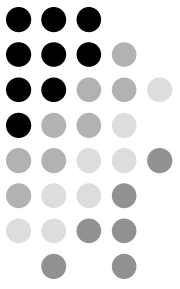
- Services are provided
 - At public expense
 - Under public supervision
 - Without charge to the family
- Meet the standards of the State Educational Agency (SEA)
- Include an appropriate preschool, elementary school, or secondary school education
- Provided in conformity with the IEP



Evaluation

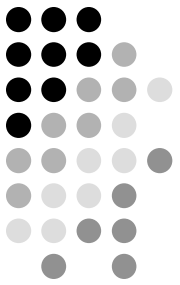
- Evaluators must be knowledgeable and trained in the tests they are administering
- Services should be based on documented need and data
- Helps to determine what constitutes an appropriate education
- Testing and evaluation materials may not be racially or culturally discriminatory
- Children should not be subjected to unnecessary testing

Individualized Education Program (IEP)



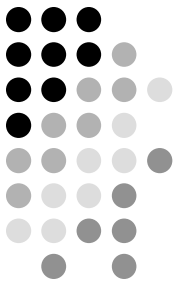
- The plan for delivering programs and services
- Is a legal document
 - The school is not held accountable for anything not contained in the IEP
 - Projected date for the beginning of services (also frequency, location, and duration)

IEP



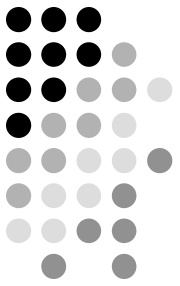
- Must contain
 - Present level of academic achievement and functional performance
 - Measurable annual goals and short term objectives
 - Supports and services that the child is to receive
 - An explanation of the extent to which the child will participate with children who do not have disabilities
 - Participation in statewide assessments and necessary accommodations
 - Transition services needs beginning at age 16
 - Consideration of extended school year services

IEP Team



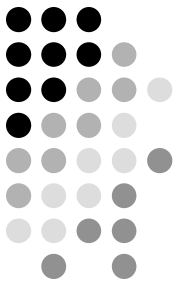
- The IEP team consists of:
 - A Parent
 - At least 1 general education teacher
 - At least 1 special education teacher
 - Representative of the local educational agency (the school)
 - A person who can interpret assessment results
 - Other individuals who have knowledge or special expertise regarding the child
 - The child, if appropriate

Least Restrictive Environment (LRE)



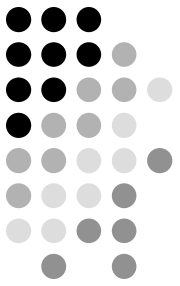
- Is based on the assumption that children are most appropriately educated with their non-disabled peers and that special classrooms, separate schools, or removal of children from the general education environment occurs only when made necessary by the nature and severity of the disability

Parent and Student Participation in Decision Making

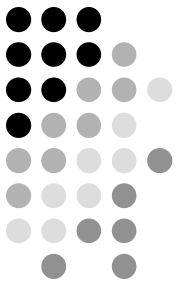


- Parents and students (when appropriate) are full, meaningful participants of the IEP team
- Parents and students should be given the information and tools necessary to participate fully

Procedural Safeguards



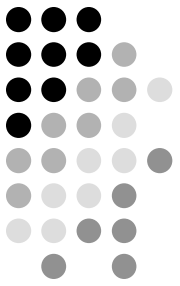
- Guides for how things work in special education and protections for students and parents
- A model state procedural safeguards notice document is available for parents and school districts



Procedural Safeguards

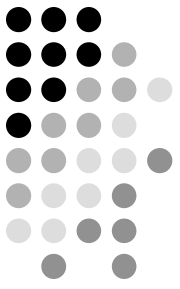
- The IDEA offers protections under the procedural safeguards because it:
 - Establishes timelines
 - Tells schools what they may and may not do
 - Is a legal document and everything in it must be followed
 - Guarantees the rights of parents who disagree with the IEP or whose children's IEPs are not being followed or implemented

Special Education Timelines



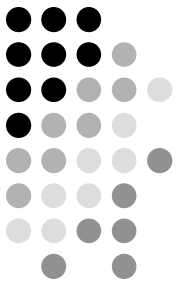
- Child referred for special education
- Parental consent to evaluate received from parent
- Evaluation
- Completion of IEP
- Placement
- Implementation of IEP
- Annual reviews and reevaluations

Special Education Eligibility



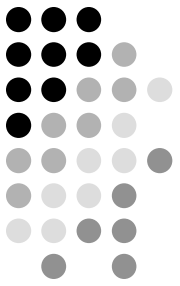
- Who is eligible for Special Education Services?
 - Services are provided birth through age 26
 - Children with disabilities that necessitate special education programs and services in order to benefit from their education
 - Children whose disability is **not** primarily due to
 - Lack of familiarity with the English language
 - Temporary disability
 - Social maladjustment
 - Environmental, cultural or economic factors

The Multidisciplinary Evaluation Team (MET)



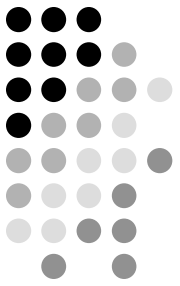
- The team responsible for evaluating a student suspected of having a disability
- Must include at least one special education teacher or other specialist with knowledge of the suspected disability
- The MET makes a recommendation to the IEP Team

The Role of Evaluation Personnel in the IEP Process



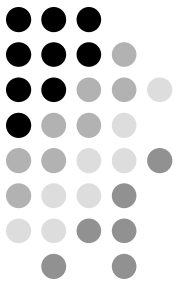
- Planning a special education program is a team effort. There are multiple people who are on the IEP team and each person has a particular role

Special Education Eligibility

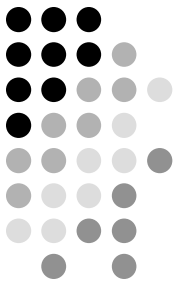


- Who is eligible for Special Education Services?
 - Children who are eligible in one of the following categories
 - Emotional Impairment
 - Cognitive Impairment
 - Specific Learning Disability
 - Autism Spectrum Disorder
 - Speech and Language Impairment
 - Physical Health Impairment
 - Other Health Impairment
 - Hearing Impairment
 - Visual Impairment
 - Early Childhood Developmental Delay
 - Severe Multiple Impairment
 - Traumatic Brain Injury
 - Deaf-blindness

The Range of Programs



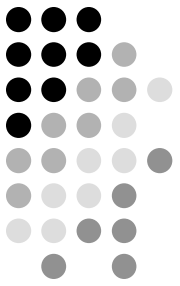
- The range of programs may include:
 - “Categorical” programs (e.g. Programs for students with autism spectrum disorder, emotional impairment, or cognitive impairment)
 - Resource programs
 - Specialized schools (e.g. Michigan School for the Deaf)



The Range of Services

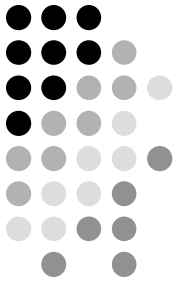
- The range of services may include:
 - Assistive technology
 - Occupational therapy
 - Physical therapy
 - Transportation services
 - Audiology services
 - Counseling services
 - Orientation and mobility services
 - Parent counseling and training
 - Psychological services
 - Rehabilitation Counseling
 - School health services
 - Social work services
 - Speech and language services

What Happens At An IEP?



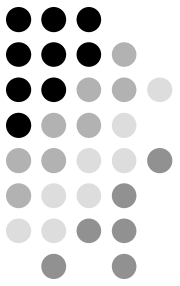
- Why do we have IEP meetings?
 - The IEP meeting is the place where the child's individualized special education program is planned
 - The IEP is the opportunity for all of the people who help develop the child's special education program meet together and agree on what is most appropriate for the child

What Happens At An IEP?



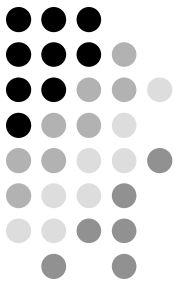
- How should an IEP meeting operate?
 - Everyone should decide together what should be on the child's IEP
 - The IEP must not be pre-written
 - A draft IEP is acceptable

What Happens At An IEP?



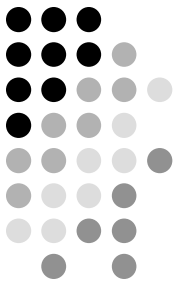
- The federal government and the state offer model IEP forms
- Each district has its own IEP form, but by law each IEP form must have the same information required by the IDEA

Understanding The IEP Form

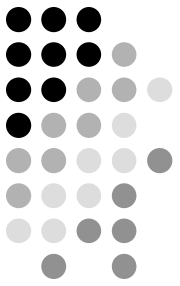


- The IEP must contain:
 - General information about the child
 - List of who was at the meeting
 - Purpose of the meeting
 - Dates
 - Eligibility (disability)
 - Student's strengths and weaknesses
 - Parent concerns
 - Present Level of Academic Achievement and Functional Performance (PLAAFP)
 - Annual measurable goals for each IEP area
 - The special education program and related services the child will receive
 - Placement

Understanding the IEP Form Continued



- How the child will participate in the general curriculum
- How the child's progress will be measured and how parents will be informed of progress
- Consideration of extended school year services
- Whether the child has behaviors that may interfere with the education program
- For children 16 years or older, postsecondary goals and transition services to meet those goals
 - Michigan has a specific Transition IEP form



Information

- General education information
 - www.michigan.gov/mde
- Special education questions
 - www.michigan.gov/ose-eis
 - Tom Freeman
 - 1-888-320-8384
 - Freemant@michigan.gov